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Transition adjustment of RURAL and URBAN YOUTH from home to college

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TRANSITION ADJUSTMENT OF RURAL AND URBAN YOUTH FROM HOME TO COLLEGE¹

RUTH HOEFLIN

INTRODUCTION

The launching stage is that time in the family cycle (from birth to death) when the young adult members begin to leave home. Every family with growing adolescents faces this situation as these young adults finish high school and begin a new kind of life for themselves. Obtaining a full time position and/or getting married are two common occurrences at this period. Going away to college is still another way that many young people make the initial break from home. This late-adolescent period for some students seems to be one of problems and adjustments as described in an earlier publication.² On the other side of the picture, many parents too find this a difficult period since they are experiencing changes in themselves as well as adjusting to a smaller family.

To find answers to some of the questions concerning changes occurring in individuals at this launching stage of the family and to determine what implications there might be for youth and adult workers in planning programs, this investigation was initiated. Representatives from different professional areas were asked to indicate what information would be most useful to them in developing and carrying out their programs. These individuals included professional persons in such areas as child and family development, extension, rural sociology, student guidance and sociology.

¹Acknowledgment is made to the following for their cooperation on this project: E. Carolyn Ater, 1954-55, graduate student in Home Economics at The Ohio State University; Margaret McEniry, 1954-55, and Marian Sharp, 1955-56, research assistants with The Ohio Agricultural Experiment Station.

²Hoeftlin, R. and Bender, R. E. **Problems and Concerns of College Freshmen.** The Ohio Agricultural Experiment Station, Research Bulletin #757, February, 1955.

Additional evidence of the need for a study at the launching stage evolved from the home economics freshman course, "Elements of Family Living." Each quarter the first assignment had been, "Bring in a list of what you consider to be important family problems." The staff anticipated such topics as housing, inflation and health. Instead, most of the responses of the freshmen women were concerned with such parental-adolescent problems as the use of the family car, dating practices, allowance, discipline in the home and family responsibilities. In a few cases conflicting goals between parents and students seemed to exist. If these were some of the problems that disturbed freshmen, did they have some effect on learning and adjusting in college? Although these suggestions of problems had been received from college women, it was believed that any study concerned with adolescents and their parents should include the freshmen men as well as the women.

Oftentimes a research study in the area of human relations is made with one group of children or adults for one specific purpose and at one particular time. The succeeding research projects may be similar but are conducted with an entirely different group of individuals so there is little or no continuity. The project reported in this bulletin illustrates an on-going or longitudinal type of research which has used some of the same individuals at different times and in different ways; yet, at all times, the subjects have been considered as family members and interrelationships noted.

Since a picture of freshmen, the problems they had and the way they felt toward their parents as they entered college was sought, a study of a freshman class became the logical place to begin. Although information could be obtained from students on their problems and conflict areas, the collection of data from their parents concerning the same adolescent problems also seemed necessary to obtain a more adequate picture of family members at the launching stage.

Data were collected early in the first quarter of the freshman year to determine not only the problems students found on a large campus but also the problems and concerns these students had in high school and at home. A follow-up study the second quarter in school on the adjustment to college of the freshmen seemed a logical next step.

The question of drop-outs is always of interest to college officials, staff and parents; therefore a follow-up during the junior and senior years was planned. A study of their participation in extracurricular activities would reveal, to some extent, their social adjustment in college. In terms of studying the family at the launching stage, an investigation of how parents felt toward the changes taking place in

their late-adolescent children would be revealing. If students had dropped out of school, it was believed answers from parents might give further evidence of the reason.

To complete a study of a freshman class during four years in college, it would be interesting to make a final counting of those students who were graduated and of those who had dropped out or transferred during this period.

This was the over-all plan of a four-year study with parents and college youths during the launching stage of the family. The following objectives were developed based on the suggestions received from professional workers and staff members in representative fields:

1. To better understand the personal and adjustment problems of entering freshmen for the purpose of strengthening the guidance programs at both college and high school levels and to offer suggestions for 4-H, YM-YWCA and other youth group programs.
2. To compare attitudes and feelings of parents and the college freshmen during the adolescent period toward conflicts and agreements in order to suggest ways of improving relationships between the adolescent and his parent; and to obtain information useful in planning effective programs for parents and for adolescents coming from rural and urban backgrounds.
3. To determine the extent to which parents become aware of changes that occur in their sons or daughters in college.
4. To analyze the extracurricular activities of the same students as freshmen and as juniors to determine the relationship between adjustment and participation.
5. To develop methods for gaining some insight into personal problems, concerns and activities.

PROCEDURE

Who Was Studied and How

A student check list (Appendix I) and a parent check list (Appendix II) were developed incorporating the areas of conflict or disagreements that seem to be most common at the adolescent period. Since the schedules for students were to be administered early in their first quarter in college, the questions were to be answered in terms of the students' experiences as seniors in high school. A list of extracurricular activities in which high school seniors may have participated was included in the student blank and in both blanks space was provided for writing in ways the son or daughter had helped at home.

An information sheet also was devised to collect data on age, dwelling, sex, marital status, number of siblings, education and occupation of parents, socio-economic status, fraternal interests, military service and work load of the freshmen students (Appendix III). Such data would give a picture of the freshman class.

The Freshman Year

In conferences with the guidance coordinators in agriculture and home economics, it was agreed that the freshmen in both survey classes¹ in the autumn of 1952 would be used. This particular group consisted of 400 men and 167 women.

During one survey class period the freshmen filled out the following:

1. Identification card with name, campus and home addresses, and case number. (These were collected immediately.)
2. Survey of Present Status (the general information sheet).
3. "Bender Problem Check List" (described in previous publication; see footnote #2).
4. Student Information Blank.
5. Kell Incomplete Sentence blank.⁴

The last four schedules for each student were numbered and clipped together. The identification cards were alphabetized and parental addresses were copied onto envelopes for mailing. Later identical numbers were stamped on the parents' blanks before mailing and the parental responses received were then matched and kept with the student responses. A letter of explanation and a set of Kell Incomplete Sentence Blanks were sent with the Parent Information Sheet.

To determine just how this group of freshmen was adjusting to college, letters were sent out to the same group of students winter quarter of the freshman year asking them to come in for one more test. The Rotter Incomplete Sentence Blank⁵ was administered to 321 second

¹Survey classes are organized to help the freshmen solve their present student problems and assist them in planning for succeeding years.

⁴The Kell Incomplete Sentence Blank is a group of 20 sentence-beginnings to be completed by the subject. Examples are "My family," "If my mother" or "As a child." This device was developed to gain insight into an individual's feelings and attitudes toward his family and childhood.

⁵Rotter, Julian B. and Rafferty, Janet E. **Manual. The Rotter Incomplete Sentence Blank.** The Psychological Corporation, New York, 1950.

quarter freshmen. This personality test was developed in the psychology department at The Ohio State University by Dr. Julian Rotter and has been used to screen students who were having difficulty and needed further help in their adjustment to college. It is composed of 40 key words which begin a sentence as "I like," "I regret," "Reading," "Sports," and "What annoys me". The student is asked to write complete sentences expressing his real feelings. No time limit is set and he is encouraged to answer each one.

According to Rotter, scores of 125 and below seemed to represent adjustment while the higher scores seem indicative of problems. The mean score of a group of 299 college students tested by Rotter was 127.4; while a group of adjusted male students had a mean of 119.4 compared to 133.7 in one maladjusted group and 149.2 in another.

This ISB seemed to have possibilities not only of showing which students were having some type of adjustment problems, but the answers could be used as a guide for a conference. The students who came in to complete the Rotter blank were given the opportunity to return for individual conferences. At this time the research leader could further explore with the student his feelings toward his family and college adjustment.

As described above the study was begun in the autumn of 1952 with 567 freshmen students and their parents. Completed responses were received from 60 percent of the parents who not only answered promptly and willingly but often added further information or wrote separate notes. Winter quarter 57 percent or 321 of the freshmen came in for testing, of whom 73 returned for individual conferences.

The Junior Year

Because of the continued interest of the various staff members in the findings (obtained in 1952) and a desire to know how many students remained in college and something of their activities, a follow-up study with the same students as juniors was conducted autumn and winter quarters, 1954-55. With the help of a research assistant 289 or 50 percent of the original freshman group were located on campus, and in response to a mailed request 122 of this number came in for further testing. The assistant under the direction of the leader of the project, developed an information sheet (Appendix IV) on the present status of the student, including questions on working at a paying job and scholarship. On a separate schedule were listed extracurricular activities available while in college (Appendix V), including professional, fraternal, religious and social activities. The students checked whether they belonged, were active members or held offices in each of

these activities for each of their three years in college. Tabulation for each student was made and scores on participation during freshman, sophomore and junior years were summated into a score which measured the quantity of activities. Comparisons were then made of the participation scores of students by sex, home and campus dwelling and employment and with point-hour ratios and psychological test scores. A comparison also was made between college activities and high school activities as checked during the freshman testing period. One further question was asked as to whether or not they were interested in more, less or the same number of activities in which they were now involved.

The juniors were given the opportunity to come in for a conference. Half or 62 came for an individual conference and out of the group most of the students freely offered to return again if they could be of further assistance.

In autumn 1954 a graduate student in the area of family life in home economics became interested in the question of what happens to parents as adolescents leave home. She too became a part of the team working on the project studying the viewpoint of the parents. The idea and need for this type of information originated while this graduate student was working with senior women in the home management house where students had commented on some of the problems and conflicts they had with their parents even after four years of college. A frequent question seemed to be "Are parents aware of what may happen to the family relationships as a son or daughter leaves home because of marriage, a job or college?"

Before beginning the study of the parent attitudes, 24 of the original group of students, now juniors, who had come in for individual conferences were asked to answer two written statements:

List several situations in which you and your parents generally agree.

List several situations in which you and your parents often do not agree.

Some of the answers regarding disagreements were: "Ways I was disciplined," "Choice of marriage partner in terms of life goals," "Choice of where I want to live," "They certainly hope and think I should feel obligated to come home and live on the farm." Others reported disagreement on hours to come home at night, ways of doing things around the house and the desire to be independent when parents weren't ready for it. A few students stated that they had few or no

conflicts while others listed several and one student listed seven. Areas of agreement were freedom in mate selection, vocational choice, dating practices, use of money and making decisions.

From the areas of conflict and agreement, a list of 40 changes normally seen among college students was compiled. Later with the help of two professors in family development and one in sociology the list was shortened to 20 items which seemed most characteristic of the late-adolescent stage.

To obtain data for studying the reactions of the parents to changes as observed in their college sons and daughters, the graduate student with the cooperation of the leader of the on-going project, contacted the 567 sets of parents of the original freshman group by mail. Copies of the forms that were developed and sent to the parents are found in Appendices VI, VII and VIII.

Later open-end interviews with twenty of the parents were held in their homes as a further check on their written answers and to gain insight into their feeling toward the changes occurring in their sons or daughters.⁶

The Senior Year

In the school year of 1955-56 another research assistant located as many of the students as remained on the campus. She found 260 or 46 percent of the original group were still in college. At the same time a record was made of those students who had dropped out of school and, as far as was possible, the reasons for their leaving were obtained. A record was obtained on the students who had dropped out and were graduated during the year 1955-56.

RESULTS

Composition of the Freshman Class

Before presenting the results of this study, a brief description of the 1952 freshman class in the College of Agriculture and School of Home Economics by sex and residency is presented in Table 1.

Out of this group only nine of the students were married, including seven men and two women. In a study of family members, the distribution of this group of students by position in the family revealed that 15 percent of the men were only children, 55 percent had one or two siblings, and 31 percent came from a family of four or more

⁶Ater, E. Carolyn. "Awareness of Developmental Tasks at the Launching Stage." Unpublished Master's thesis, The Ohio State University, August, 1955.

TABLE 1.—Distribution of 567 Freshmen by Sex and Home and Campus Dwelling

Sex	Total	Home Dwelling			Campus Dwelling				
		Rural	Rural non-farm	Urban	Dormi- tory	Private home	Own home	Fra- ternity	
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	
Men	400	70	55	12	33	31	53	7	10
Women	167	30	30	8	62	57	6	35	2

children. Among women students 6 percent were only children, 69 percent came from families with two or three children and 25 percent from families with four or more. Of the rural students, 10 percent were only children, 53 percent were from families with two or three children, and 37 percent from families with four or more. Among urban students, 15 percent were only children, 67 percent from families with two or three children and 19 percent from families with four or more children.

Comparison of Parent-Student Reports of Family Practices

COLLECTION OF PARENT-STUDENT RESPONSES

Since an important part of this study was to determine adolescent-parent behavior or reaction to such topics as spending money, dating and making decisions, the check list previously described (Appendix I) was given to the freshmen during the testing period and a similar one was mailed to their parents, 60 percent of whom returned their responses. The freshmen were asked to check the various items in terms of "When you were a senior in high school, what happened to you?" The parents checked the same list of items with the instruction, "When your son or daughter was a senior in high school, how were decisions made?" Some individuals from both groups included additional comments or items; in fact, a few parents wrote accompanying letters asking questions or explaining their answers. For the most part, the answers seemed to be honestly checked and with sincere intent as is evidenced by one male student who asked if he could write about his junior year in high school instead of his senior year since "I broke my leg and couldn't do any dating last year."

It should be kept in mind in reading this report that the results as presented and discussed are based on responses from practically 100 percent of the students and 60 percent of the parents. This means, of

course, that the answer that John or Sue gave is not compared with the specific answer given by John or Sue's mother and/or father but, rather, the percentages of each group responding to a particular question are compared.

THE MONEY PROBLEM

The first series of statements was concerned with spending money earned while in high school; the second series was concerned with allowances.

Responses of students and parents to the questions on spending money earned are presented as percentages in Figure 1 by dwelling and by sex. The percentage distribution of responses for the total group of students and of parents are given in Appendix IX. It is obvious from Figure 1 that more students, both urban and rural earned part or all of their spending money than earned none. This would be the case, whether based on students' answers or parents' answers.

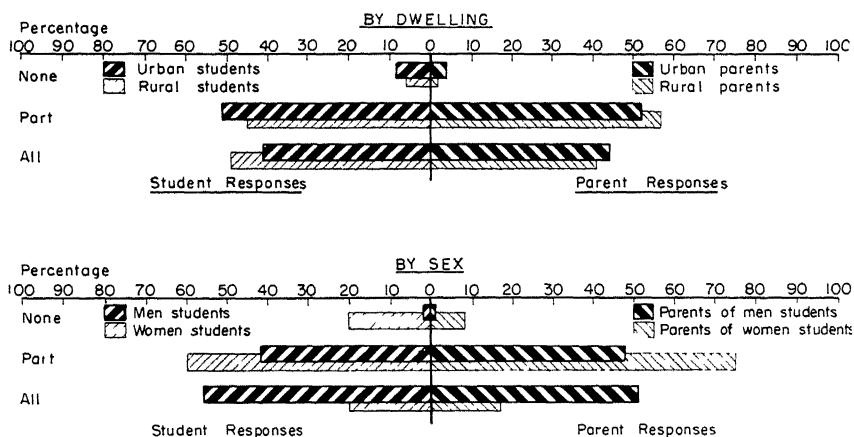


Fig. 1.—Distribution of responses concerning spending money earned while a high school senior.

When the responses were analyzed by sex, it can be seen that more men than women earned all their spending money and very few men earned no money at all. However, more women than men earned part of their spending money. The differences between the two sexes in this category was greater according to the responses of parents than to those of the students. The evidence seems to show that most students have earned some money before coming to college.

Analysis of responses concerning allowances by dwelling indicate that about half of the students, rural and urban, and a little over a third of the parents of both groups, checked "none" in terms of allowance received in high school as shown in Figure 2. A larger percentage of urban students than of rural students received a weekly allowance according to responses from the students as well as from parents. These figures seem to indicate that a third or less of the college students had had actual experience in receiving a specified amount of money at regular intervals.

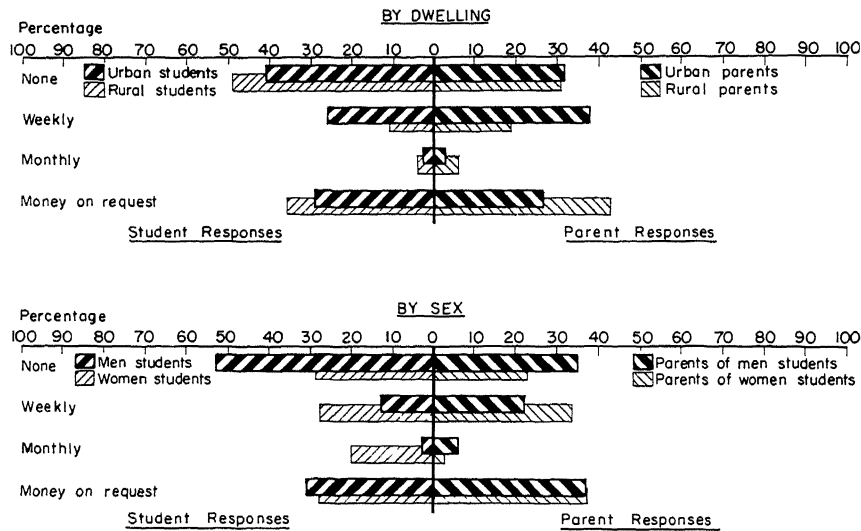


Fig. 2.—Distribution of responses concerning allowance received while a high school senior.

When responses were analyzed by sex, the students' answers indicated that about half the men and a third of the women received no regular allowance. The parents' answers showed smaller proportions for both sexes. More women than men received weekly or monthly allowances and about equal percentages received money on request. Parents' responses indicated the same general trend with the exception of the monthly allowance which represented only a small percentage of the total in the case of both sexes.

DATING

The two problems most frequently mentioned by freshmen in relation to dating were frequency, if at all, and the curfew hour as set by the parents.

The percentages of responses of students and of parents to the three questions of frequency of dating (Figure 3 and Appendix IX) indicate that there was fair agreement between the two in answer to "never dated" and "once a week." However, in answer to "two or more a week," the difference was much greater; in fact, the percentage of students checking this answer was twice that of parents.

The responses were analyzed by dwelling and by sex as shown in Figure 3. There seemed to be very little difference in the dating patterns of rural and urban students. A sex difference might be expected since girls mature earlier than boys. According to students' responses a slightly larger percentage of women than men dated and they had more dates per week than men. The responses of the parents indicate that there is little difference in the dating patterns of men and women.

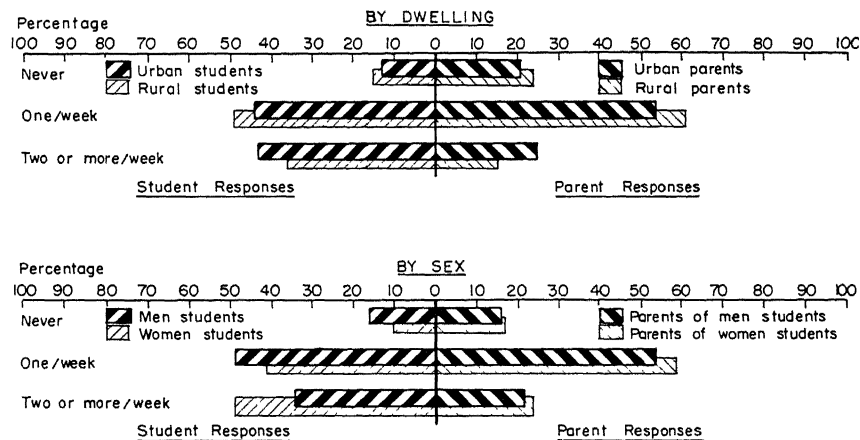


Fig. 3.—Distribution of responses concerning how often dated while a senior in high school.

The interpretation of a date may be a partial explanation of some of the differences in parent-student answers and perhaps some students dated in groups rather than pairing off in couples. Perhaps the prestige value also needs to be considered. Some students do not feel free to check "no dates" since they do not want to admit their lack of social skills or opportunity.

How late one can stay out or what time one must come in, is a real problem of the adolescent in high school. What the gang says and does, pulls one way; what the parent demands or asks, often tugs in the opposite direction.

Both students and parents checked one of four items concerning this curfew hour. Did the parent set a definite hour each time, was the time jointly worked out by parent and student, did the parents give the student complete freedom as to what time he should be home from a date or were there other ways of reaching a decision?

On the item "the parent made the decision" on the curfew hour there was close agreement between parent and student responses (Appendix IX). However, less than 1 in 10 was bound by the decision of the parents alone. Whether or not the decision was reached by student and parent or student only would depend upon who answered the question. The student indicated that it was his decision alone more frequently than the combined decision of his parents and himself whereas the parents' responses indicated the reverse was true. While most parents felt a joint decision was being made, more students felt they were completely independent. In this case, if both groups were pleased, there seems to be little cause for conflict concerning the curfew hour.

The responses to the four items on the curfew hour were separated according to dwelling and sex (Figure 4). The trend in differences in answers of students and parents discussed above is still obvious in these breakdowns. Although the differences in percentages of rural and urban students in the four categories are small, there is an indication that rural students may have slightly more freedom than urban students in reaching decisions independent of their parents. The sex difference is somewhat more obvious. For instance, about one-fourth of the women and one-half of the men reached decisions independent of their parents according to responses by the students. Based on parent responses the sex difference is not so great.

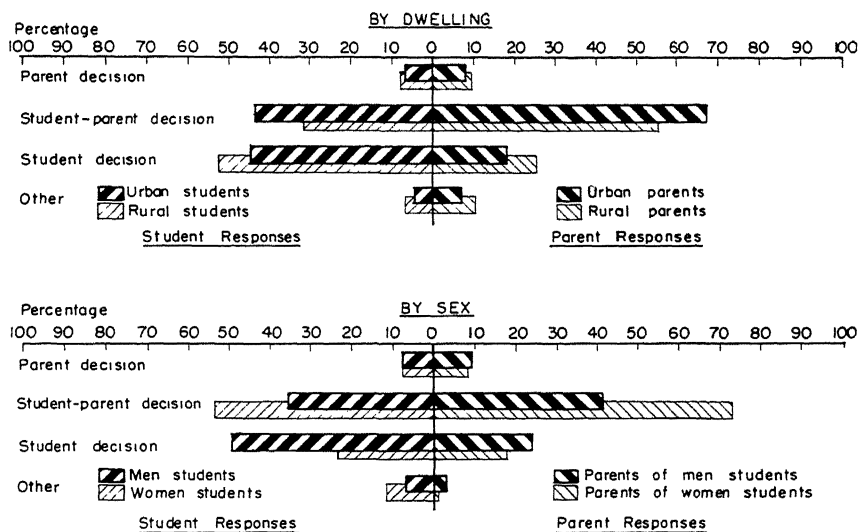


Fig. 4.—Distribution of responses concerning hour to come home from a date.

USE OF FAMILY CAR FOR RECREATION

Still another area of conflict mentioned by students in the freshman class had been the use of the family car for recreation. Three questions were asked: Was the student allowed to drive the car most of the time for his recreation? Did other family members do the driving? Was the car not available to the student for social events? Later it was found that these three items were too limited since they did not allow for those few families who had no car, or for those students, especially the men, who owned their own car at the time. Again, a few students commented that they had not been old enough to obtain driving licenses or had not learned to drive as yet which would limit their answers. Some differences between parent and student responses were evident as a few more parents stated the family drove the car than the students had checked. The responses were divided according to dwelling and sex (Figure 5). It is obvious that the majority of students, rural and urban, men and women drove the family car. A slightly larger percentage of rural students than urban students and a comparatively larger percentage of men than women used the family car for recreation. According to the parent responses, less than half of their daughters were allowed to drive while a similar number were driven by the family.

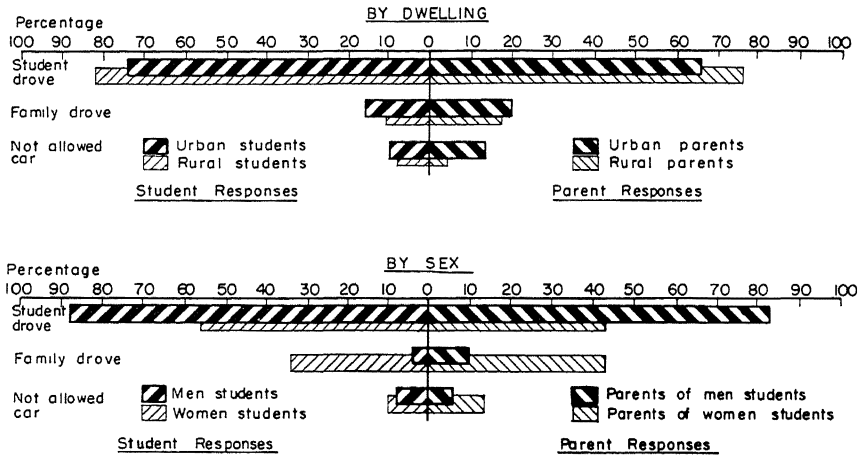


Fig. 5.—Distribution of responses concerning use of family car for recreation.

Perhaps this difference in men and women is due to fewer women having licenses or to the earlier driving experience of the male students or may be explained partially by the fact that 62 percent of the rural students were men. Another possible explanation is the freedom permitted high school boys as compared to girls.

Since who makes decisions in a family seems to be a problem facing many families, a series of questions was asked concerning how decisions were made. Did the parents make decisions? Were decisions made jointly between parents and children? Did the student make decisions by himself?

Only a very few parents and students stated all decisions were made by the parents, but most parents stated decisions were made jointly while only three-fourths of the students checked this item (Appendix IX). One-fifth of the students checked they made their decisions alone compared to a very few parents who checked this item. A possible explanation may be that family members in both groups did not want to admit they still did not have the say-so in decision making.

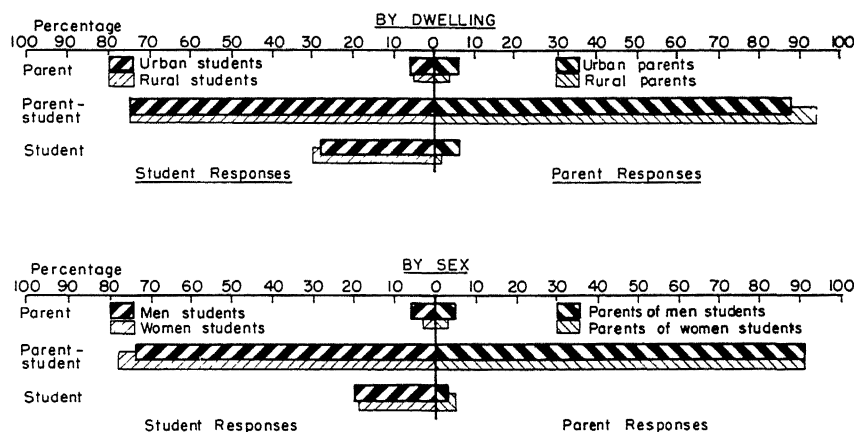


Fig. 6.—Distribution of responses concerning making decisions at home while a high school senior.

In this particular item little or no difference was evident between the sexes or between rural and urban students. The most important fact seems to be that the largest percentage of answers indicated that parents and students do make decisions cooperatively (Figure 6).

WORK REQUIRED AT HOME

To obtain information on teen-ager's jobs in the home, three items were to be checked: parents give teen-ager regular jobs to do at home; the teen-ager takes care of his own room and belongings; and the third, not being required to help at home. As the results came in, the limitations of this question were evident. There was no allowance for those rural students who were working full time on the farm and consequently had little or no time for indoor work. Many students and parents wrote in such comments but in a few instances we can only surmise that a student who checked "not helping at home," actually was busy on outside jobs whether on the farm or in the care of the lawn and garden. A few also held part-time jobs which meant little time to be of assistance at home.

The item checked by two-thirds of the students and nine-tenths of the parents (Appendix IX) was that the family assigned regular jobs for the teen-ager to do at home. Only a very few students and even less of the parent group stated the teen-ager was not required to help at home.

In comparing the answers by place of dwelling three-fourths of the rural students as contrasted to a little over half of the urban students checked that their families assigned them tasks to do around the house while most of the rural parents checked this item compared to three-fourths of the urban parents (Figure 7). Perhaps there were more regular jobs to do on the farm where everyone was needed than among urban students living in smaller homes with less to be done. Again some of the rural students and parents wrote in that the male adolescent did not do much work around the house but worked full time on the farm and yet they still had checked the first item, "assigned regular jobs."

A few more men and parents of male students stated that the family assigned tasks to do at home while more women than men checked they took care of their own belongings and room at home. Perhaps the latter is considered "women's work" while the heavier cleaning or outside tasks are considered the responsibility of the male adolescent.

Perhaps because of the inadequacies of this particular question and because of space allowed for further explanation, many parents wrote in a description of the kind of work done by their son or daughter.

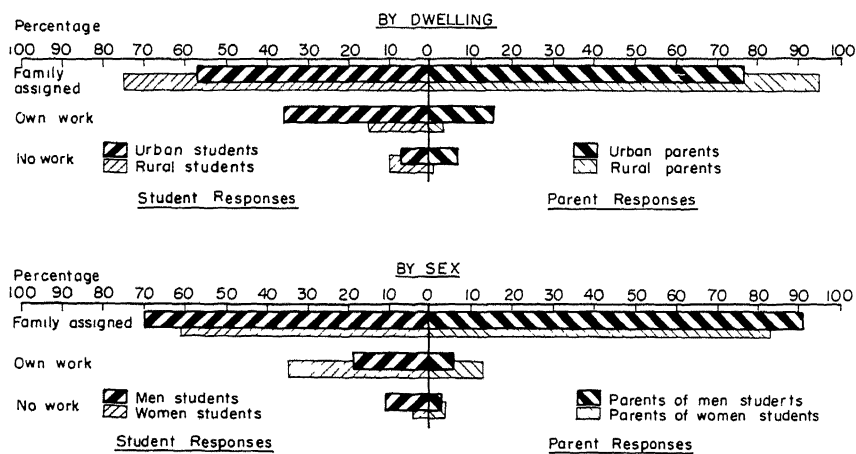


Fig. 7.—Distribution of responses concerning work required at home.

Such tasks as painting the house inside or out, helping with spring and heavy cleaning, doing the family wash, taking care of the lawn and shoveling snow were all listed as specific jobs done by these teen-agers at special times. Many of the rural parents elaborated on the types of farm tasks done by their sons and in a few cases by the daughters too. Many of the parents seemed very proud of the help given by their teen-agers and seemed to want to be sure that they were given full credit for all that they did for their family.

IN RETROSPECT

During conferences the second quarter with some of these freshmen the differences between student and parent scoring on certain items were discussed. Many times the student expressed the idea that there was not as much difference as sometimes seemed to be evident in the checking or he would make some such comment as, "Oh, we really agree most of the time," or "I don't know what my Mother meant. I always made my own decisions." Perhaps if the student felt that the relationships had been good that was more important than the actual differences in some of the answers or perhaps the time element entered in the answers since high school days were six months in the past at the time of the conference.

COLLEGE ADJUSTMENT SCORES

During the winter quarter of 1953, the freshmen were contacted by mail and 321 of them came in to fill out a college adjustment form, the Rotter Incomplete Sentence Blank. The students were told that an individual conference would be arranged for any one who would like to know more about the results of the study. Seventy-three students, 41 men and 32 women took advantage of the opportunity and came in for a conference.

At this interview each student was shown his score and how he had marked the Bender Problem Check List,⁷ his answers to the questions about his dating, money and decision-making experiences in high school and in most cases he was shown his completed Rotter blank. In a few instances where the scores were quite high and problems were evident, an explanation of what his answers seemed to mean was given but the actual score was not revealed. As some of these students talked, further evidence was given as to the cause or extent of their worries and problems. In most cases further insight into his feelings toward his family was evidenced during this conference.

⁷Hoeflin and Bender, op. cit., pp. 41-47.

In the group of 290 freshmen who completed the Rotter test the scores ranged from a low of 81 to a high of 169 with the mean at 123. The scores of the women ranged from 81 to 163 with a mean of 119 while the men's ranged from 82 to 169 with a mean of 124. Out of the group of freshmen, 107 men and 57 women, or 57 percent of the group, had scores of 125 or less indicating a satisfactory adjustment to college. Eighty-three men and 43 women, or 43 percent of the total group, had scores of 126 or higher indicating some problems and difficulty in adjusting.

In conference it was revealed that some of the students had such common worries as difficulty in learning to study, not knowing how to dance or lack of leisure time. Other students were faced with much larger problems. Some felt they did not fit into any group in a large university yet had been "big wheels" at home. Others lived out in private homes and were both lonely and unhappy. Some were having many types of school difficulties because of inadequate preparation for academic work. Whatever their problem, most students felt the need of someone to talk to, the need for guidance. In fact, the desire of students for understanding and professional counsel seemed to point the way for further study of these young adults and their parents.

PARENTS AT THE LAUNCHING STAGE

Much concern is often expressed over the adolescent as he grows toward adulthood and faces the many problems that seem to occur at the launching stage of the family. How much parents are aware of changes in college sons or daughters and their reaction to these changes seemed to be another aspect to study in this stage of the family cycle. Therefore, after the check list of probable changes occurring in young adults had been developed and tested, it was mailed to the parents of the original 567 freshmen in the College of Agriculture and the School of Home Economics.

The response from the original list sent to parents in 1952 had been 60 percent. Since this testing period was two years later and part of the students had left college, returns were received from only 206 families or 36 percent of the original parent group with 188 or 33 percent completing all the information blanks. Out of the 188 families represented, responses were received from both parents in 146 cases, from just the mother in 31 cases and from 11 fathers only or a total of 334 individuals. Summaries of the changes seen by parents in their children were made from the answers of the 334 parents.

All of the 334 parents responding saw some changes in their college sons and daughters although this does not mean that all of the parents saw all of the same changes. From a list of 20 changes, the five that parents seemed most aware of as occurring in their sons or daughters and as evidenced by the frequency of their checking were:

1. Makes more decisions without parent help.
2. Interested in going to new places.
3. Learns new rules of etiquette.
4. Shows more appreciation of parents.
5. Wishes to be independent of family finances.

The five changes parents checked the least were:

1. Gives up education for job or marriage.
2. Differs with parents on religious ideas.
3. Differs with parents on political ideas.
4. Shows less interest in family.
5. Acts sophisticated.

Personal interviews were held with 20 parents to compare their responses verbally with those they had checked and to obtain general reactions from one or both parents. Some of the general areas where parents said they were pleased with changes in their adolescent son or daughter follow. Under independence, some of the comments were: "He is more responsible," "He makes more decisions," "Is more self-reliant," "He is working on his own," "He goes right ahead and arranges to get things done," "He's in his own line of work, he enjoys it, goes ahead on it. He has come to himself."

In the area of social adjustment these comments were recorded: "She's a better talker, gets along better," "That shows he is interested in other people," "She had become more refined, more reserved," "She had learned to know lots of other people who have different ways of living," "He also has grown socially."

Some of the reasons the parents stated they were pleased with the school adjustment were: "He's making good grades," "She does well in school," "He is much less self-conscious," "His studies come easy," "He gets along good with his professors," "He has grown in knowledge." A few other comments were: "Manages money," "You learn to appreciate better things (at school)," "She sticks to a budget," "She is more fond of children."

TWO CASE STUDIES

A brief description of two families will illustrate the interaction of family members at this launching stage and differences found in two kinds of families. The Jones family had two young adult members, Mary, age 20, and Jane, age 22. Jane had been through a period of not communicating with her family. "She would retreat to her room with her philosophers and read. But that's over now." Mrs. Jones explained that Jane had worked out her independence to her own satisfaction and was now able to share her "self" with the family.

Mary's problems differed. When she entered Home Economics in 1952, she missed her boy friend who was in an eastern college and also found the role of being Jane's sister a little discouraging since staff members often commented on this fact and even occasionally called her by her sister's name.

Later in the year Mary and her family decided that she would transfer to an eastern school which was near the boy friend. This meant long absences from home which was new to the family since Jane had lived at home during college. For Mary this had turned out to be a wise decision for she became an individual known for her own ability and by her junior year she became engaged. For the Jones', family life was learning to know each other, being sensitive to the feelings of each member and working out the various problems in such a way as to be helpful to all.

The second family, the Jacobs' had a less close relationship. "At the present time she won't talk to me. I ask her how she is getting along and she says, "all right." The above comment was made by the father about his 20-year-old daughter during the interview. His explanation was that she had wanted to major in Spanish and history but he felt that neither subject was practical, which is essential to getting ahead in the world. The father insisted that she take home economics and major in dietetics. "She did not want to but I was adamant about it. I see things from a long range. I can see her future. She will need security. After she finished home economics I told her I would pay for anything else she wants to do. But I have qualms about insisting."

As this father talked he explained that he had majored in these subjects and later found them impractical so had taken up optometry. Although he was not particularly interested in it he could now sleep at night and buy his family the material things including some luxuries which he felt essential.

Although Mr. Jacobs felt his responsibilities as head of the family keenly, there is a question whether he realized the developmental needs of his daughter. She seemed to have several problems and needed some understanding person to talk with about these concerns; yet her father did not seem to be such a person.

In studying the reactions of the families individually, much is revealed about family development. The reactions indicated what sort of relationship existed among family members and also seemed to indicate the type of control existing in the family. For example, "not concerned" in some cases meant that the parents gave their late-adolescents the opportunity to grow in independence. To other families "not concerned" seemed to indicate that the parents really did not have a closeness with their son or daughter and did not understand some of their needs.

This investigation seems to indicate that both parents and young adults were making adjustments during the launching period. The period after high school graduation until the young adult actually leaves his family to begin his own, is a time full of meaning for each member. There are possibilities for making this period a time of satisfying growth or of stunting future growth. Entering this stage of development, the family faces a need for enlargement and reorganization of the patterns of living as well as insight into the degree of maturity achieved by the various family members.

STUDENTS AT THE LAUNCHING STAGE

What was happening to these College of Agriculture and School of Home Economics students as they returned to college for their junior year was also of interest to those faculty members responsible for guidance and administration. What were the answers to such questions as: How many of the original group of students are still in school? How many have joined fraternities, have married, are working, or have held scholarships? Of more interest perhaps is the relation of extracurricular activities to successful transition from high school to college. How many students participate actively? Do their grades or psychological test scores have any relation to their participation? How do their work load and marital status relate to the number of activities in which they become involved?

In the autumn of 1954 an attempt was made to locate as many of the original group as possible to complete a general information sheet (Appendix IV) and a check list on their participation in extracurricular activities (Appendix V). Of the original group of 567 freshmen, 289 students or 50 percent were found to be enrolled on the campus in the fall of the junior year. In response to written requests 122 juniors came in for the retest and 62 or 51 percent returned for individual conferences.

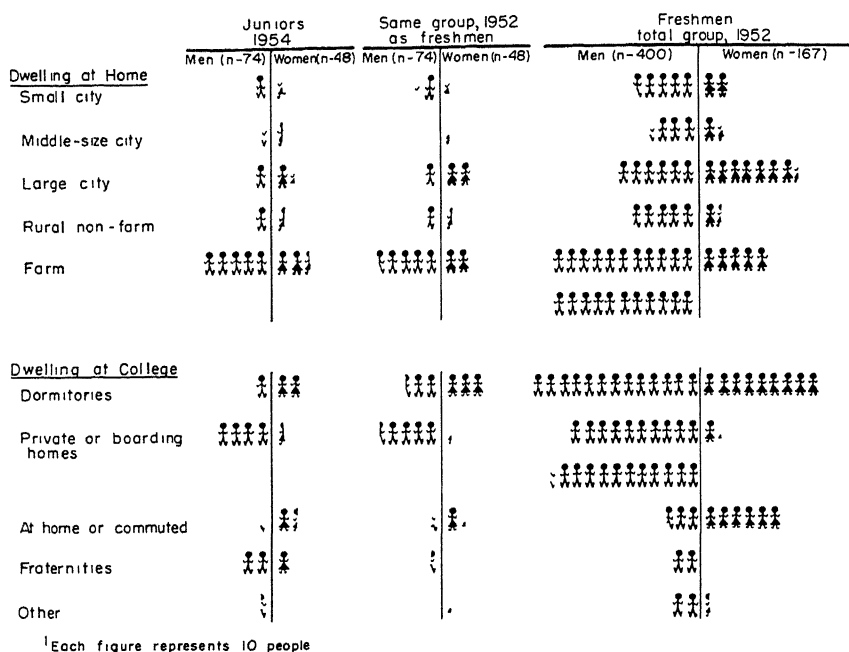


Fig. 8.—Campus and home dwelling of College of Agriculture students as freshmen and juniors.

The data in Figure 8 reveal changes which occurred in the residences of this group of students between the freshmen and junior years. Among the juniors more women students were rural than was true of the same group as freshmen. The greatest number of drop-outs were among women from large cities. Among the men there was less change in distribution though there was an increase of slightly less than 10 percent in rural men. Thus it appears possible that in these groups a higher proportion of rural students than urban remained in school or were interested in continuing to cooperate in the study.

In campus dwelling, the trend after the freshman year seemed to be away from living in dormitories and toward living in fraternity and sorority houses. More women but fewer men lived in private or boarding houses in 1954 than in 1952.

Of the nine students, seven men (1.7 percent of 400 men) and two women (1.2 percent of 167 women) who were married as freshmen, only three men were still in school as juniors. However, of the group of juniors who came in for retesting eight men or 10.8 percent and six

women or 12.5 percent were married. Since none of the freshmen women and only three of the men who had been married in 1952 remained in school, the indication seems to be that marriage together with academic and financial loads of college do not combine well for most students to maintain over a four-year period.

It is recognized that on the other hand in junior and senior years, marriage is in the picture for some. If the economic burden becomes too acute, the woman usually drops out of school in preference to the man, perhaps because, in the long run, the man's education is thought to be more important to the economic stability of the family.

Work

As freshmen, 29 percent of the students were working at part-time jobs. This represented 33 percent of the men and 20 percent of the women. As juniors, 58 percent of the total group which included 66 percent of the men and 46 percent of the women were working. Many students found it necessary to provide for their college expenditures themselves during the final years of training. The expenses of long years of schooling are a strain on the family budget. Also, many juniors have matured to the point where they are better able to budget their time successfully and can include a part-time job in their schedules.

Among the 122 students studied as juniors 42 different scholarships had been held over the three-year period. More women, 44 percent of the female group, held scholarships than the men, 29 percent of the male group. Some of the students held more than one scholarship over the three-year period. Naturally, the largest number was held during the freshmen year since many are given to encourage capable young people to attend college. Eight scholarships were general University; five, Sears Roebuck Foundation; three, Agricultural Competitive; two each, Kroger Company and 4-H Club. Fraternal, honorary, city and county groups completed the list of donors.

For most students, college offers a wide, new scope of activities. Freshmen are confronted and confused by the profusion of organizations which are available to them to join. The Ohio Union Handbook lists 301 different ones from which The Ohio State University student may choose. Decisions must be made by students as to which organization to join, how to determine those they prefer and how many to join.

In 1952 a third of the freshman group was pledged to a social fraternity. It is recognized that fraternity members do not comprise a majority of the total student body. By their junior year, nearly twice as many men, 65 percent, belonged while women members had increased only from 34 percent to 40 percent of the group studied. Several factors may be influential. It may be that more women than men tend to join early in college years. Also because of more limited dormitory space, more men may seek such housing.

The campus provides almost innumerable professional and special interest groups among which any student may select for membership the ones that best fit his talents and interests.

During the retesting, the juniors checked the activities in which they had participated over a period of three years. Some of the students belonged to neither a professional nor a special interest group. Professional activities included 4-H clubs, Grange, Farm Bureau, Home Economics and Agricultural groups (Figure 9). Special interest activities included specific groups as YMCA and YWCA, Women Self-Government Association and The Student Senate and general ones as sports, drama, music, publications and dormitory committees. Forty-five percent of the rural men and 50 percent of the urban men belonged to one professional group. Fifty-eight percent of the urban women belonged to one group compared with 14 percent of the rural women. More urban men and rural women were members of several groups than were rural men and urban women.

In these groups 20 percent of the urban women as compared with 14 percent rural women and 21 percent of the urban men compared to 3 percent of rural men were active, belonging to more than three interest groups.

The juniors also checked whether they were satisfied with the number of activities—out of the 122 juniors, 39 percent wanted more, 58 percent wanted the same number and only 2 percent would prefer fewer. Some of the reasons why they would like more are: “Develops social morals and gives experience in different fields,” “Is important to make a well-rounded personality,” “Feel I need to meet more people, especially girls.”

Students who wanted the same number made statements like these: “Time permits no more,” “Studies would suffer if I entered more,” and “Am very active in the ones I’m in.” The students who wanted to be in fewer activities said, “Most activities don’t interest me,” “Too much emphasis is placed on activities in this school,” “I’m here for an education,” and “Parent’s health doesn’t permit me to be in more.”

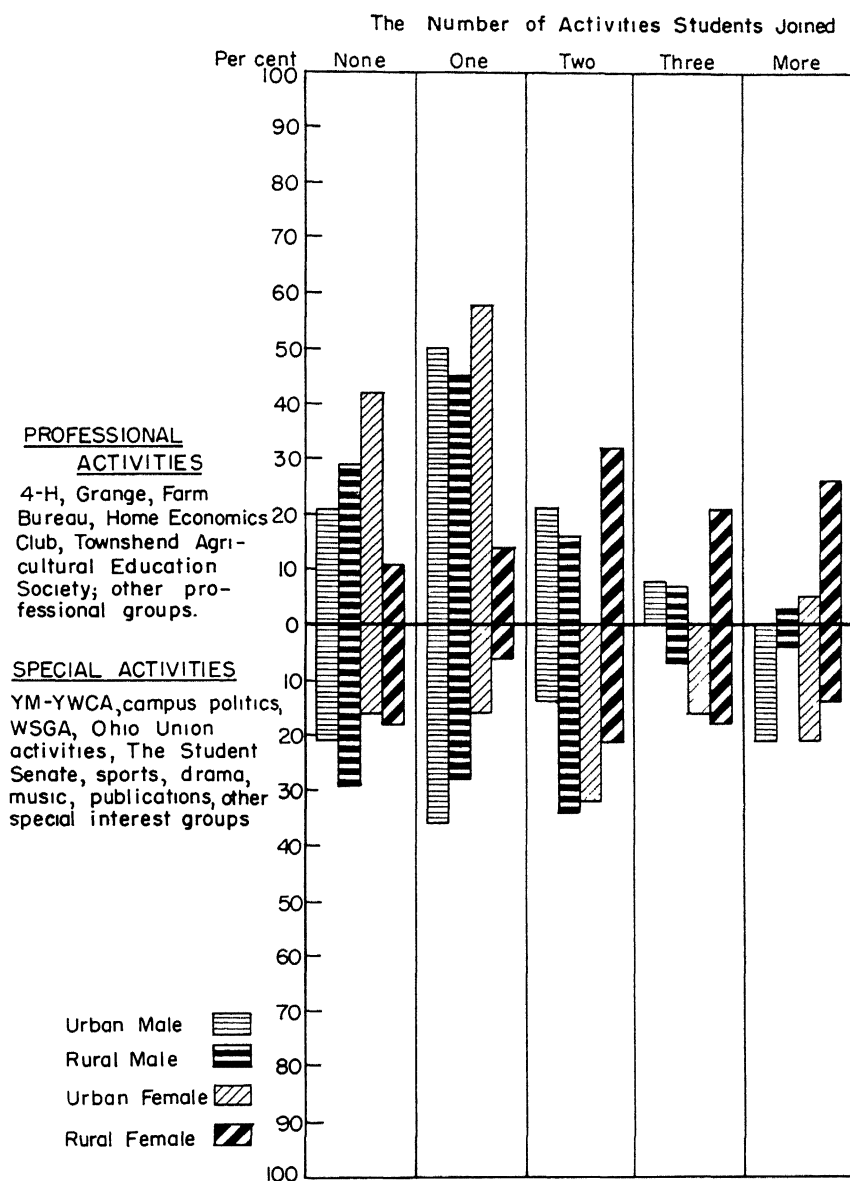


Fig. 9.—Percentage of students, rural and urban, who joined a stated number of activities.

In conference, some of the students expressed the wish that they had been advised earlier in their college days about the variety of organizations available. All students do not seem to be aware of the wide choice in spite of publicity and posters around campus and the efforts of student guidance personnel.

Although many of the students seemed to be satisfied with the organizations to which they belonged, many would have joined more if they had the time or knew more about the special activities which would be of interest to them. Again this seems to be a place where more adequate counseling service could help the entering freshman.

PARTICIPATION COMPARED TO SELECTED FACTORS

As juniors, some of the same students recorded their extracurricular participation in college activities. Scores on participation during freshman, sophomore and junior years were summated into a participation score which measured the quantity of activities.⁸ The range of scores was from 0-108 with a mean for the total group of 28.59. A score of zero meant that the student had participated in no activities while there was no limit to a possible top score.

Comparisons were made of the participation score of students with sex, dwelling, point-hour ratio, psychological test scores, work load and campus dwelling.

Women were much more active than men. See Table 2. They belonged to more organizations and participated more actively in those to which they belonged than did the male group. This difference between the two sexes is in keeping with what is known about physical and social development during late adolescence. Girls develop more rapidly physically and socially than boys in early adolescence, and although physically boys catch up before this later adolescent period of the college age student, socially they may not have reached the peak of girls the same age. Boys may be less interested in clubs and activities because they feel the pressure of a career and vocation more strongly than girls. Since our society places so much importance on making and maintaining a high standard of living, and though many women work, the man is still regarded as the potential bread winner, which may result in his participating to a lesser degree.

⁸Sharp, Marian. "Factors Related to Participation of 121 Juniors in Extracurricular Activities." Unpublished Master's thesis, The Ohio State University, June, 1956.

TABLE 2.—Comparison of Participation Scores by Sex

Sex	Participation Score			
	Below mean—0-28		Above mean—29-108	
	Number	Percent	Number	Percent
Men	46	63	27	37
Women	19	40	29	60

According to place of residence, rural and urban, the urban group was the more active on the whole (Table 3). Rural men were the least active group and participated far below the average for the most active group, the rural women. Rural women participated only slightly more than urban women, but urban men were a great deal more active than their rural counterparts. This brought the participation average of the urban students significantly higher than that of the rural group. The mean participation score for the urban students was significantly higher ($p = .01$) than that of the rural group.

TABLE 3.—Comparison of Participation Scores by Dwelling

Dwelling	Participation Score			
	Below mean—0-28		Above mean—29-108	
	Number	Percent	Number	Percent
Rural	43	55	35	45
Urban	19	44	24	56

It is of interest to note that students with the highest participation scores had cumulative point-hour ratios under 3.00 (4.00 equals A, 3.00 equals B, 2.00 equals C). Some students may have the ability to make better grades but would rather devote part of their time to extra-curricular activities and develop social as well as academic skills and cannot excel in both.

It may be of interest to examine the extremes by comparing the participation scores of the students with the highest and lowest point-hour ratios. Two rural men had the highest point-hour ratio in the group, 3.92. The participation scores of these students were 2 and 13 which were far below the average for the group. The student whose score was 2 had been a member of a fraternity during his first two years which was his only activity. The rural man having a score of 13 participated in dairy science groups, an honorary and the college monthly magazine. At the other extreme, the student with the lowest point-hour, an urban man with 1.58, had a score of 9 and participated actively only in a church youth group.

To compare the point-hour ratios and the participation scores of the students with the highest and lowest scores may be of interest. Two women, one rural and one urban, were the most active of the total group with identical participation scores of 108 far exceeding the average for the group. Interestingly enough, these two women had nearly identical point-hour ratios, the rural woman with 2.83, and the urban woman with a 2.84. Each of these women participated in a variety of activities, including Grange, 4-H, college monthly magazine, church groups, and other organizations.

The student having the lowest score, a rural man who participated in no activities, thus having a score of 0, had a point-hour ratio of 2.29. His comment on activities was that: "Social activities are necessary to enable the student to learn more cooperation". Perhaps the reasons that he did not participate are that he worked 9-16 hours a week and lived at home, although many students having similar arrangements do take part in extracurricular activities.

The Ohio State Psychological Examination scores had a coefficient of correlation of $-.130$ with participation scores. This however, was not significant and does not suggest that the higher the O.S.P.E. score the lower the participation score. It also indicates that the O.S.P.E. score shows little relationship to extracurricular participation among the members of this group. Some students with high O.S.P.E. scores and high grades did not participate extensively. Many students who had relatively low O.S.P.E. scores not only participated actively in college groups but made point-hour ratios surpassing expectations according to their O.S.P.E. scores. For instance, one urban man who was in the lowest quartile on the O.S.P.E. not only had a participation score of 41 (mean of 24), but also a cumulative point-hour ratio of 3.51. Another illustration is the rural woman with the highest participation score of 108. This woman had an O.S.P.E. score in the lowest quartile

and a cumulative point-hour of 2.83 which is much above the predicted "D" grade for the O.S.P.E. score. These cases illustrate individual difference in capabilities and suggest that the student to some extent can shape his future in academic as well as social life on the campus.

More than half, or 59 percent of the group studied, were working at part-time jobs (Table 4). Employment tends to permit less free time for activities unless fewer credit hours are carried. Data were not obtained on number of courses or hours taken. In comparing the working to the non-working student no difference was found in the percentage of students with participation scores above or below the mean. Indications seem to be that working at a part-time job does not necessarily keep students from participating. The greatest number of working students spend from 10-14 hours per week at their jobs. Only two students worked more than 25 hours per week, and these were rural men having participation scores of 5 and 13.

TABLE 4.—Comparison of Participation Scores with Employment

Employment	Participation Score*			
	Below mean—0-28		Above mean—29-108	
	Number	Percent	Number	Percent
Not working	23	46	27	54
Working	33	46	38	54

*The average participation score for the entire group was 28.59.

Does campus residency affect participation? Answers were sought by a comparison of participation scores with dwelling places as living at home, in dormitories, in fraternity houses, in private homes, in own home with marriage partner or some other arrangement. Two-thirds of the students living in fraternity and sorority houses participated in activities bringing the mean score about that for the entire group (Table 5). This group and two of the three students who were married and living in their own homes were the only ones in which more than half the group had scores above the mean. It is interesting to note that the two married students living in their own homes were so active.

TABLE 5.—Comparison of Participation Scores by Campus Dwelling

Campus dwelling	Participation Score			
	Below mean—0-28		Above mean—29-108	
	Number	Percent	Number	Percent
At home	10	62	6	37
O.S.U. dormitory	16	53	14	47
Fraternity	9	32	19	68
Private home	24	67	12	33
Own home if married	1	33	2	67
Other	5	63	3	38

Only one-third of the students living in private homes had scores above the mean of 29. Approximately one-third of the students living at home and one-half of those living in dormitories had scores that were above the mean. This may indicate that fraternity students were pressured into participation because most fraternities require members to take part in a number of activities. On the other hand, students living in private homes do not seem to take advantage of the extracurricular activities offered. This may be because they do not know about them or do not have the time necessary to go to the campus and back to their living quarters or lack friends to accompany them.

VARIETY OF EXTRACURRICULAR ACTIVITIES OF STUDENTS

Since a part of the goal of education at the present time is to provide a variety of experiences and activities for students at all age levels, the offering of outside activities becomes an important part of the total college program. The questions of who participates and how often and whether there is a carry-over from high school to college participation are of interest, as well as the range of activities, the background of the students and their total college adjustment. A summary of the activities the freshmen indicated they had participated in while in high school and the ones the juniors had become active in while in college will be presented and a comparison made.

At the time of the original testing, autumn quarter, 1952, the 567 freshmen in the College of Agriculture and the School of Home Economics checked a list of ten activities and in the space provided added the names of others in which they had taken part while seniors in high school. The printed directions were: "Check the organizations in which you participated actively during this past year. Add any that aren't listed." Activities were listed in the following order:

1. Church
2. Young People's Society of Church
3. Farm Bureau Youth Council
4. Sorority
5. Vocational Agriculture and Home Economics
6. Grange
7. Community Club
8. Extension Youth Group
9. Fraternity
10. Lodge

High school activities not included on the check list but written in by students were many and varied. For the most part the unlisted activities could be grouped into six general areas. YM and YWCA activities including Hi-Y and Y-Teens, honor societies, athletics, journalism, music, and dramatics. A miscellaneous category included many other more specialized activities. Among these activities were such organizations as Camera Club, Junior Leaders, Spanish Club and other language groups, Girl and Boy Scouts, Sailing Club, Rifle Club, and other more specialized activities and school offices. Several girls listed Future Homemakers of America as an activity and these responses were counted under Item 5, "Vocational Agriculture and Home Economics." Item 8, "Extension Youth Group," included 4-H Club membership.

Students were asked to check as many activities as they participated in during their senior year. In cases where a student participated in more than one activity under a category, he was given credit for the number of activities he checked. For example, a student who was a member of one 4-H Club and advisor to another was considered as having belonged to two different groups. For these reasons the totals of percentage distributions by columns exceed 100 percent.

The 567 students were divided into categories by sex and background for comparison. Of the 400 men, 267 (66 percent) had rural and 133 (33 percent) had urban backgrounds. The rural women were 61 (38 percent) out of a total of 167, with 106 (62 percent) urban women.

Participation as a church member was most frequently mentioned by students with more than two-thirds (69 percent) stating they were active members (Table 6). This is almost twice as great a percentage as the second ranked activity, "Young People's Society of Church" to which a third, (35.8 percent) of the students belonged. The next most popular activity was Vocational Agriculture or Home Economics and Young Farmers or Future Homemakers with nearly one-fourth (24 percent) as members. Extension Youth Groups and 4-H Clubs were ranked fourth with 23 percent of the students claiming membership.

TABLE 6.—Distribution of Six Top Ranking Senior High School Activities by Sex and Dwelling as Checked by Freshmen, Autumn 1952

High School Activities	Total all grades N=567		Sex				Dwelling			
			Men N=400		Women N=167		Rural N=328		Urban N=239	
	N	%	N	%	N	%	N	%	N	%
Church	392	69	268	67	124	74	141	43	151	63
Church Youth Society	203	36	137	34	66	39	139	42	64	27
Miscellaneous *	161	28	69	17	92	55	75	23	86	36
Voc. Agric. or Home Econ & Future Farmers or Homemakers	138	24	122	31	16	10	125	38	13	5
Extension & 4-H	133	23	83	21	50	30	112	34	21	9
Hi-Y, Y Teens, YM, YWCA	88	17	46	11	42	25	31	9	57	24

*Includes hobby and language clubs, scouts, class officers, etc

Differences in participation exist in terms of home background and sex of the groups. For example, although the group as a whole had participated most frequently in "Church" and "Young People's Society of Church", a larger percentage of women than of men engaged in these two activities. As would be expected, rural groups predominate in vocational agriculture and home economics and extension activities. Since 58 percent of the total group were rural and 42 percent urban it is important to note these differences that make some activities more widely participated in than others. Certain activities popular with urban students had fewer rural student members. As many urban women belonged to some type of YWCA group as to a Church Youth Group. Sororities claimed 46 percent of the urban women as members

and only 3 percent of rural women, perhaps because there were fewer such activities available in high schools in rural areas. Of the total male group 13 percent checked fraternity membership which included 13 percent of the rural and 14 percent of the urban men.

Urban students had a greater percentage of members in activities such as fraternities and sororities, YM and YWCA groups, and athletics. Rural students, as mentioned previously, were more active in farm groups and less active in more generalized activities connected with the high school.

As might be expected, because of the earlier physical and social maturity of the women, they were more active in general than were the men, or at least listed more activities. Women tended to belong to a wider variety of activities than men as evidenced by the large percentage of women who participated in various clubs listed under "miscellaneous." Interestingly enough, both rural men and women out-ranked the urban students in participation in music activities. Perhaps a partial explanation of the difference may be that many rural students have had previous experience in their participation in 4-H, Grange and Farm Bureau groups.

Since there seemed to be some difference between men and women and between rural and urban in terms of the number and kinds of activities participated in while a senior in high school, a study of the juniors and their activities while in college was undertaken.

To determine whether or not participation in extracurricular activities differed from high school to college, a comparison of activities of the 121 students as high school seniors and then as college juniors was made (Table 7).

Church was the first ranked activity of the group for both high school and college junior year. However, student membership had dropped from 76 percent in high school to 41 percent in college. Church groups dropped from 51 percent in high school as the second ranked activity to 28 percent in college as the third ranked activity. In second place at the college level were fraternal groups with 35 percent of the group participating. Fraternity and sorority participation in high school was much lower with only 15 percent taking part. It is natural that from high school to college there would be a large increase in fraternity and sorority participation, on a college campus of this size especially, since comparatively few high schools have such groups. Participation in 4-H Clubs dropped from 39 percent, the third ranking

TABLE 7.—Comparison of Participation in Extracurricular Activities as Checked by 121 Students as Freshmen in 1952 and as Juniors in 1955

Activities	Year of Participation			
	Senior in high school		Junior in college	
	N	%	N	%
Church	92	76	50	41
Church Youth Groups	62	51	34	28
4-H Clubs	47	39	21	17
F.F.A. & F.H.A.	31	26	.	..
YM and YWCA	25	21	4	3
Music	24	20	18	15
Fraternity & Sorority	19	15	43	35
Athletics	11	9	20	17
Publications	11	9	12	10
Drama	9	7	1	1
College Agriculture and Home Economics Groups*	55	45

*Combination of the Agricultural Education Society, American Society of Agricultural Engineers, Home Economics Club, and other agricultural organizations.

high school activity to 17 percent, the fifth ranking college activity. Fifth ranking in high school with 26 percent, Young Farmers and Future Homemakers, did not have college counterparts. Other agriculture and home economics clubs are available in college, however. By combining these organizations: Townshend Agricultural Education Society, American Society of Agricultural Engineers, Home Economics Club and other agricultural organizations, it is seen that nearly half, or 45 percent of the students participated in one or more of these groups. During high school, 21 percent of the students were members of YM and YWCA groups, making it the sixth ranking activity. In college only 3 percent belonged.

Many new activities are available in college that high schools, especially small ones, could not provide. Perhaps students transfer their energies into new activities at the college level which were not available to them in high school. Participation in athletics for the group increased from 9 percent in high school to 17 percent in college. The extended intra-mural program of college may be responsible for this increase. In some activities which may require talent, such as music and drama, a greater degree of selectivity in the college level may

account for a drop in music from 20 percent to 15 percent and in drama from 7 percent to 1 percent. Participation on various publications remained about the same at 9 percent for high school and 10 percent for college.

A wider variety of activities in college and a desire to meet people and make new friends may result in students' being more active at the college level than during high school years. There are indications that students tend to remain in the same general types of activities in college as in high school. For example, rural students tend to remain in rural activities, and urban students tend to take part in more generalized campus activities. Reasons for this may be that students feel more comfortable as members of groups in which they have participated formerly, some may make no effort to broaden their experiences by joining new groups, students may not know how to enter in to new activities, or they may feel that due to lack of poise and sophistication they cannot compete in new kinds of activities. Guidance personnel need to note this situation and appraise its desirability.

In examining the total group, differences in extracurricular participation were found to exist among rural and urban groups and among men and women, the urban group being more active than rural, and women being more active than men. Grades and psychological test scores had little if any relation to participation, nor did working at a part-time job. Students living in sorority and fraternity houses or married and living in their own homes participated to a greater degree than students living at home, in dormitories, in private homes, or other housing.

Differences in participation seemed to depend on the individual student, his interests, desires and personality. The individual differences in personality capabilities seemed most influential in shaping the future of students socially at the college level.

In any neighborhood, church, club, high school or college group a gradation in the amount of participation will be found because of individual differences. Society neither expects nor wants everyone to participate in the same activities nor to the same extent. Although this part of the study has given the amount and kind of participation of a group of college students, it should be understood that many of those students who did not participate actively in campus organizations may have made satisfactory adjustment in college.

CONTINUANCE IN COLLEGE

During the senior year, 1955-56 records of drop-outs were checked and college offices across the campus were contacted in an effort to locate the missing students. During the fall quarter of 1955, 260 or 46 percent of the students were still in school. Out of this group 25 or 4 percent were in their eleventh quarter or more while 221 or 39 percent were in their tenth quarter. The remaining 3 percent or 14 had been in school from 3 to 9 quarters which indicated they had dropped out and re-entered. Out of the original freshman group, 49 percent of the women remained and 44 percent of the men; while 49 percent of the rural students were still in school compared to 41 percent of the urban group.

The largest number of dismissals, 53, occurred at the end of the third quarter of the freshman year. The same was true of the 56 withdrawals, although there had been 44 at the end of the first quarter and 36 at the end of the second. Twenty-six students had returned after leaving or being dismissed.

Although no reason was given for the departure of 164 of the students, perhaps it can be assumed that their withdrawals may have been due to the same reasons that were found for 143 of the students. Out of this latter group 78 had been dismissed for failing grades and 25 left because of low grades. Eleven men entered military service while five quit when they married. Four students had financial difficulties, four had home responsibilities, nine left because of ill health, six for jobs, two transferred to other universities and two completed a two-year course.

To complete the picture of this four year study, a record was kept of those students who were graduated. A few students who were graduated may have been overlooked because they had transferred to other colleges although 10 were located in the graduation lists of the Colleges of Arts and Science, Commerce and Administration and Fine Arts. These were students who had been in the College of Agriculture during their freshmen year in 1952. It is possible that another group may have been missed. The change of names acquired by the women students who married made tracing difficult and in some cases impossible.

Fifty-seven women or 34 percent of the original group completed the bachelor of science degree during the four year period. Ten of these women graduated early including one who finished in June, 1955. In the male group 97 men or 24 percent were graduated including 9 who completed the required work early. Six students were graduated with honors. A few others who had dropped out and then re-entered may graduate at a later date. For example, at least 10-15 students

have stated that they expect to graduate at the end of the autumn quarter, 1956. As the date of graduation became an actuality and the present careers in college of these seniors came to an end, their part in this study also seemed to be drawing to a close. Yet, much that had been learned about these individuals and their parents will apply to other young people who face the same type of problems and adjustments.

SUMMARY

Usually the launching stage of the family includes the period of time when the first child leaves home for a job, marriage, or college until the last one departs. This study has been concerned only with the families who had sons or daughters who had started in The College of Agriculture and the School of Home Economics at The Ohio State University as freshmen in the autumn quarter of 1952.

The objectives for this project were developed in cooperation with professional representatives from such allied areas as child and family development, extension, student guidance, rural sociology and sociology. The objectives included:

1. Determining attitudes and feelings of parents and students toward each other in selected areas of conflicts,
2. Understanding the adjustment freshmen made to college, and
3. Helping parents become aware of changes occurring in their adolescent sons or daughters.
4. Analyzing the extra-curricular activities of college students during their junior year.

At the same time, certain research schedules were being developed and tested and graduate students were given the opportunity to do separate studies as parts of the total on-going project.

Much more could be written about this group of students. Rather detailed case study material is available on a selected group for whom complete data had been collected. Further cross-comparisons of various data could be made but for the purpose of this study this is the summary report.

A picture of the problems and concerns of students as freshmen was presented in Bulletin No. 757 of The Ohio Agricultural Experiment Station. The present bulletin follows this group through four years of college and includes some analysis of parent-student relations.

A comparison by sex and by dwelling was made between the responses of the freshmen and their parents in seven conflict areas. A brief summary of the responses in each of the areas follows:

Little or no difference was found between parents and student responses in the area of spending money earned while a senior in high school. Although more men than women earned all of their spending money, the indications were that most of the students came to college with experience in working for money and consequently, it would be hoped with an understanding of money management.

A different picture was presented in relation to having an allowance. Since almost three-fourths of the students either received no allowance or were given money on request, the question might be raised as to how much experience they had gained in handling a specified amount of money at regular intervals. If having an allowance is of value to an individual in learning to manage his money, many of these students were missing this experience. However, it is possible that so few received a regular allowance because so many of the students were earning their own spending money. Although the data were inadequate in this respect, the responses given should be of interest to individuals working with young adults and with parents.

In the area of frequency of dating more students checked having several dates a week than their parents had indicated; while more parents checked "never dated" than did the students. Once a week dating seemed to be the common practice. A sex comparison indicated that half of the male students had one weekly date while half of the women checked they had two or more dates weekly. Since girls mature earlier physically and socially, they often are ready to date earlier than boys. At the same time very few students in either group checked "never dated," perhaps because of the prestige value or because most seniors have dates.

In a comparison of who set the curfew hour, more parents than students, especially those parents with daughters, stated that this decision was made jointly. On the other hand, the item "student decision" was checked by more students than parents and by twice as many male students as female ones. Perhaps these results indicate that while parents feel they are helping to make the decisions on the hour to return from a date, the student feels he is independent. In a way, both groups seem to be pleased.

More men than women had the use of the family car for recreation and a few more rural students than urban, drove. A few more parents checked they drove the young people to recreational events than did the

students. Evidently the male adolescent learns to drive sooner and is given freedom in the use of the car earlier than his female classmate in high school.

In making decisions at home, the largest percentage of answers indicated that students and parents decide jointly while a very small percent of either group felt parents made decisions alone. There was no difference between the sexes or between groups with rural or urban background. About three-fourths more students checked making decisions alone than did their parents, again indicating that each group seemed satisfied.

In the area of work required at home most of the parents and students stated the family assigned regular jobs to do at home. More women than men stated they took care of their own belongings and room at home. More rural students checked the item "assigned task by family" while more urban students checked they did their own room only. From additional answers written by both parents and students it was evident that many of the adolescents helped with heavy cleaning, painting, and yard work or held part-time paying positions. For the most part parents in the rural group seemed to be proud of the help given them around the house and on the farm.

The range of scores on the Rotter College Adjustment Blank was from 81 to 169 with the mean at 123. Fifty-seven percent of the freshman group had scores of 125 or below indicating a good adjustment; while 43 percent, 83 men and 43 women had scores of 126 or higher indicating some difficulty with college adjustment.

Reactions of parents at the launching stage in the family cycle were described with emphasis on what changes in their sons or daughters the parents saw and which ones had pleased them. On the whole the parents seemed pleased with these young adults who were in their third year of college. Two brief case studies were used illustrating a close family and one which had poor communication among family members.

A picture of the students who returned for junior testing was given and the comparison of the extracurricular activities of the group as seniors in high school and as juniors in college was made. An analysis of the relationship, if any, between participation in activities and certain selected factors indicated that the urban group and women students were more active than either the rural or male group. Grades were not necessarily related to participation. Scores on the psychological test and part-time work had little effect on the amount of participation in campus activities. Students living in sorority and fraternity houses or those who were married were more active than students living at home, in dormitories, in private homes or other housing. Actually,

differences in participation seemed to depend almost as much on the individual student, his interests, desires and personality as on the other factors.

During their senior year 260 or 46 percent of the students remained in school which indicated that 307 had left either dropping out of their own accord or had been dismissed by the University. Low grades, dismissals, military service, money, health, home responsibilities and jobs were some of the most important reasons given for withdrawing. Within the four year period 154 or 27 percent of the original 567 freshmen were graduated.

This project illustrates one which involves the same adolescent and parent group at different periods during the launching stage of the family. Perhaps one further point needs to be made in terms of the effect on the individuals involved. In this particular project both students and parents cooperated well. Some of the parents sent personal letters or notes asking for information, and giving more facts than had been requested. Some indicated that they were pleased that some one seemed interested in their college son or daughter.

In conference the students often stated that they were gaining some insight into how or why their parents had felt or acted as they had. The juniors indicated that they appreciated the College's interest in their problems and progress. The students also indicated that they were realizing the problem that their parents must have had with them at times.

This type of research is a means of obtaining information that may bring about a better understanding of family interaction among its members. It also made both groups, parents and students, aware of the fact that the home cannot be completely separated from the school. Each student brings to college certain basic attitudes, traits and family patterns he has acquired during his first eighteen years of life. Education adds to this background but does not supplant it. Perhaps this is further evidence of the need for the home and school to work together and of the value of research related to the launching stage of the family.

RECOMMENDATIONS

For healthy and satisfactory growth of individual family members at this launching stage Ater⁹ makes the following recommendations to families:

1. To create and maintain a relationship between family members which recognizes and utilizes the increasing maturity of the younger members and satisfies the continued

⁹Ater, **op. cit.**, pp. 88-90.

intense concern of the parents for their children. This implies that parents have been endeavoring to prepare their children for independence from the family since the day of birth. A family which continuously has operated on democratic principles would be more able to meet this task.

2. To keep open or to improve the communication of the range of inner feelings and emotions existing within the individual members at the launching stage.

3. To discuss and arrive at decisions which are mutually agreeable to all concerned. Because the family represents a close, interrelated group, decisions made by one have an effect upon all.

4. To re-evaluate and reformulate the family's own role in society and to see the relationship of this family to the community and to the world at large. Social trends affect individual families and particularly young people as they find their place in society and initiate their own family.

As parents and students progress through the launching stage of the family together, a knowledge of the physical and emotional changes occurring in each age group, of the goals and aspirations of each as well as their actual capabilities and interests will make for better relationships among family members.

Based on the findings of this study the following recommendations are made to those individuals working or coming in contact with young adults as well as the parents of this age group:

1. As youth workers, counselors and guidance personnel come in contact and work with young adults including college students, a knowledge of the range and kind of activities that interest these young people and the ones that will give them a variety of experiences and social contacts is necessary.

2. Many young adults also want and need someone to listen to their problems, to talk with them and to be understanding. Professional workers as well as parents should be alert to this need and know ways to meet these situations.

3. To help interpret the behavior of late-adolescents adults need insight into the role of the young adult as a family member, as one who interacts not only to his outside peer group, but also within his own family and because of his early home experiences.

One aspect of the launching stage has been studied with the focus on college student adjustment. Further research should answer such questions as:

1. What happens to those students who leave college before graduation?
2. How are leadership qualities determined?
3. What is the influence of the home, the school, and organization participation on creating leaders?
4. How early can leadership tendencies be determined and then encouraged?
5. Do the students who exhibit potential leadership in high school and college continue to be leaders in their communities after graduation or do they become inactive?

As more research is conducted with all members of the family at any one stage, the data will add to the knowledge and understanding of the relationship of the home and school to the optimum growth of individuals within the family.

APPENDICES

- I. Student Information Blank
- II. Parent Information Sheet
- III. Survey of Present Status (Freshmen)
- IV. Survey of Present Status (Juniors)
- V. Out of Class Activities
- VI. General Information on Drop-Outs
- VII. Parent Check List. Part I
- VIII. Parent Check List. Part II
- IX. Distribution of Responses of Parents and Students in Seven Conflict Areas

APPENDIX I
STUDENT INFORMATION BLANK

No. _____

When you were a Senior in high school, which of the following statements applied to you?

I. Check just one statement in each group.

A. SPENDING MONEY

- 1 () earned none of my spending money
2 () earned part of my spending money
3 () earned all of my spending money

B. ALLOWANCE

- 1 () received no regular allowance
2 () received a weekly allowance
3 () received a monthly allowance
4 () was given spending money on request

C. DATED HOW OFTEN

- 1 () never dated
2 () usually had one date a week
3 () usually had 2 to 4 dates a week
4 () usually dated 5 times or more a week

D. USE OF FAMILY CAR FOR YOUR RECREATION

- 1 () drove the family car most of the time
2 () other family members did the driving
3 () not allowed car for recreational use

E. HOUR TO COME HOME FROM A DATE

- 1 () Parents set a definite hour each time
2 () Parents and I worked out an hour to come home
3 () Parents gave me complete freedom as to what time I should come home from a date.
4 () Other—specify _____

F. MAKING DECISIONS AT HOME

- 1 () Parents usually told me what to do
2 () Parents and I usually came to a decision together
3 () I made most of my decisions entirely alone

G. WORK AT HOME (check one applies most often to you)

- 1 () My family assigned regular jobs to do at home
2 () I only took care of my own belongings and room at home
3 () I was not required to help at home.

H. What were some of your regular jobs around the house—list.

II. Check the organizations in which you have participated actively during this past year. Add any that aren't listed.

- | | |
|--|-----------------------------|
| 1 () Church | 6 () Grange |
| 2 () Young People's Society of Church | 7 () Community Club |
| 3 () Farm Bureau Youth Council | 8 () Extension Youth Group |
| 4 () Sorority | 9 () Fraternity |
| 5 () Vocational Agric.—Young Farmers | 10 () Lodge |

List any others _____

Now we should like to know how you feel and what you think about your home and family. Everyone has a different opinion; there is no right answer.
On the next page complete the sentences quickly.

APPENDIX II
PARENT INFORMATION SHEET

No. _____

As Parents of a freshman enrolled in the College of Agriculture (including the School of Home Economics), will you please help us to understand these young people better by checking the following statements?

The ages of my sons are _____

The ages of my daughters _____

When this college freshman of yours was a senior in high school, what did he do? Check the one statement in each group which applied most to your teenager then.

A. SPENDING MONEY

- 1 () earned none of his spending money
- 2 () earned part of his spending money
- 3 () earned all of his spending money

B. ALLOWANCE

- 1 () received no regular allowance
- 2 () received a weekly allowance
- 3 () received a monthly allowance
- 4 () was given spending money on request

C. DATED HOW OFTEN

- 1 () never dated
- 2 () usually had one date a week
- 3 () usually had 2 to 4 dates a week
- 4 () usually dated 5 times or more a week

D. USE OF FAMILY CAR FOR TEENAGER'S FUN

- 1 () teenager drove car most of the time
- 2 () a family member did the driving
- 3 () teenager not allowed family car for recreational use

E. HOUR TO COME HOME FROM A DATE

- 1 () We (parents) set a definite hour each time
- 2 () Our teenager talked over the hour with us
- 3 () We (parents) gave the teenager complete freedom as to when to come home from a date
- 4 () Other—specify _____

F. MAKING DECISIONS AT HOME

- 1 () Our children usually do just what they are told
- 2 () We (parents) and children work out decisions together
- 3 () Our children make most of the decisions entirely alone

G. TEENAGER'S JOBS AT HOME (Check one applies most often)

- 1 () We gave the teenager regular jobs to do at home
- 2 () Our teenager only took care of his own belongings and room
- 3 () Our teenager was not required to help at home

H. What were some of the kinds of jobs your teenager did around the house. Please list them

THANK YOU FOR THIS INFORMATION

Now, will each of you (father and mother) take one of the enclosed sheets and finish the sentences quickly!

We want to know how you feel about the way children and teenagers behave. Everyone has a different opinion; there is no right answer.

APPENDIX III
PART I SURVEY OF PRESENT STATUS (Freshman Year)

No. _____

Please fill in and check these blanks

A Where did you live while in High School (check the most recent place you lived)

- 1 () Farm
2 () Rural non farm (Under 2500 population) _____ Name of town or nearest town
3 () Small city (2,500 to under 25,000)
4 () Middle sized city (25,000 to under 100,000)
5 () Large city (100,000 to under 1,000,000) _____ State
6 () Metropolis (1,500,000 and over)

B Sex _____ F If married how many children do you have

- 1 () Male
2 () Female
3 () Single
4 () Married
5 () Divorced
6 () Other specify _____
- 1 () 0 none
2 () 1
3 () 2
4 () 3 or more

Do you work part time?
1 () Yes (If yes describe your job)

- () No
How many hours per week do you work?
1 () 1-4 hours
2 () 5-8 hours
3 () 9-16 hours
4 () 17-24 hours
5 () 25-30 hours
6 () 31 or more

C Are you _____

- 1 () 16 years
2 () 17
3 () 18
4 () 19
- 5 () 0 years
6 () 1-10 years
7 () 11-20 years
8 () 21 or more years
9 () other

Were you in Military Service?

- 1 () Yes
2 () No
How long were you in service?
1 () under 1 year
2 () 1-25 months
3 () 26-36 months
4 () more than 3 yrs

H Family Information Circle the number of

- Older brothers 1 - 2 3 4 5 6
Younger brothers 1 2 3 4 5 6
Older sisters 1 2 3 4 5 6
Younger sisters 1 2 3 4 5 6
Are you an only child?
1 () Yes
2 () No if you answered no Are you the
3 () Oldest child
4 () Youngest child
5 () Other—specify _____

I Church Attendance of Parents

- Do Your Parents attend Church or Sunday School at least one to each of the time?
MOTHER 1 () Yes 2 () No
FATHER 1 () Yes 2 () No

J Education of Your Parents Check last grade completed in school for each of your parents

- | MOTHER | FATHER |
|-----------------------|--------|
| 1 () 0-7th grade | 1 () |
| 2 () 8th grade | 2 () |
| 3 () 9-11th grade | 3 () |
| 4 () 12th grade | 4 () |
| 5 () 1 year college | 5 () |
| 6 () 2 or more years | 6 () |
- Is your mother living? 1 () Yes () No

Is your father living? 1 () Yes () No

- Is his occupation _____
(as farmer factory worker doctor etc)

K At Your Parental Home

- House Construction for the most part
1 () Brick
2 () Stucco
3 () Painted frame house
4 () Unpainted frame house
5 () Other—specify _____

Circle number of rooms your family occupies (don't count bathroom halls)
Circle number of persons who live in these rooms (count yourself in group)

- 1 () Radio
2 () Television
3 () Telephone

- 4 () Daily newspaper
5 () Electricity
6 () Ice refrigerator
7 () Mechanical refrigerator

- 8 () Water piped in house
9 () Bathroom
10 () Power washing machine

- Does your family have a car? 1 () Yes 2 () No
Do you have your own car? 1 () Yes 2 () No

Is your home

- 1 () An apartment
2 () A duplex
3 () A single house
4 () Other—specify _____

- 1 2 3 4 5 6 7 8 9 10 11 or more
1 2 3 4 5 6 7 8 9 10 11 or more

M While in college where do you live?

- 1 () At home (parents or your own)
2 () In an O N U dormitory
3 () Fraternity or sorority house
4 () Private home (not your own)
5 () Boarding house
6 () Other—specify _____

N Joining a Sorority or Fraternity (check one)

- 1 () Are you pledged?
2 () Are you interested?

Do you have

- 1 () No room mate
() One roommate
3 () Two room mates
4 () Three or more room mates

Are you opposed?

- 4 () Other—specify _____

PART I. SURVEY OF PRESENT STATUS (Junior Year)

Please fill in and check blanks:

- A. My major is: _____
 B. My parental home address is: _____

Town	County	State
------	--------	-------

- | | | |
|---|----------------------------------|---------------|
| 1. () Farm | C. Sex. 1. () Male | 2. () Female |
| 2. () Rural non farm (under 2500 pop.) | | |
| 3. () Small city (2500 to 25,000 pop.) | D. Your age to nearest birthday: | |
| 4. () Middle-sized city (25,000 to 100,000 pop.) | 1. () 16 | 5. () 20 |
| 5. () Large city (100,000 to under 1,500,000 pop.) | 2. () 17 | 6. () 21 |
| 6. () Metropolis (1,500,000 and more) | 3. () 18 | 7. () 22 |
| | 4. () 19 | 8. () Other |

- E. Are you _____ F. If married, how many children do you have?

- | | |
|-------------------------------|------------------|
| 1. () Single? | 1. () None |
| 2. () Engaged to marry? | 2. () 1 |
| 3. () Married? | 3. () 2 |
| 4. () Divorced or separated? | 4. () 3 or more |

- G. Do you work part time? 1. () Yes 2. () No. H. How many hours per week do you work?
 If yes, describe your job _____
- | | |
|------------------|--------------------|
| 1. () 1-4 hrs. | 4. () 17-24 hrs. |
| 2. () 5-8 hrs. | 5. () 25-30 hrs. |
| 3. () 9-16 hrs. | 6. () 31 or more. |

- I. Is your mother living? 1. () Yes 2. () No.

Her occupation (example--homemaker, clerk, teacher) _____

- J. Is your father living? 1. () Yes 2. () No.

His occupation (example--farmer, doctor, factory worker) _____

- K. Names of scholarships and awards while in school

Freshman	Sophomore	Junior
----------	-----------	--------

0. () None
 1. () _____
 2. () _____
 3. () _____

- L. Where do you live while you are attending the University?

- | | |
|-------------------------------------|------------------------------------|
| 1. () At home (parents) | 4. () Private home (not your own) |
| 2. () In OSU dormitory | 5. () Your own home (if married) |
| 3. () Fraternity or sorority house | 6. () Other: specify _____ |

- M. Do you have _____

- | | |
|-------------------------|--------------------------------------|
| At home. | At school: |
| 1. () Room of your own | 1. () No roommate |
| 2. () Room you share | 2. () One roommate |
| | 3. () Two roommates |
| | 4. () Three or more roommates _____ |
| | how many? |

APPENDIX V

-3-

No. _____

N. Out-of-class activities while at Ohio State University:
Check with "x". 1- freshman year, 2- sophomore year, 3 - junior year.

Member			Active Member			Held or hold Office			Activity
1	2	3	1	2	3	1	2	3	
									1. Fraternity (men or women - name) _____
									2. Independent organization (name) _____
									3. Grange _____
									4. 4-H _____
									5. Farm Bureau _____
									6. Townshend Agric. Ed. Society _____
									7. Other Agricultural organizations _____
									8. Home Economics Club _____
									9. Agricultural Society of Ag. Engineers _____
									10. YMCA and YWCA _____
									11. Campus Political Organization _____
									12. WSGA _____
									13. Ohio Union Activities _____
									14. Student Senate _____
									15. Resident Hall (committees - list) _____
									16. Church _____
									17. Church groups (list) _____
									18. Sports (list) _____
									19. Drama (list) _____
									20. Music (list) _____
									21. Student publications (position) _____
									22. Honorary organizations (list) _____
									23. All-campus activities (list) _____
									24. Student-faculty committees (list) _____
									25. Other (list) _____

O. How do you feel about out-of-class activities?

Would you like to be in

1. () More 3. () Fewer
2. () Same

Why? _____

No. 1

APPENDIX VI

GENERAL INFORMATION. To be filled out by either or both parents.

Directions

1. If your son or daughter is now enrolled in college in Ohio or elsewhere, please check the statements in **Group I**.
2. If your son or daughter is not enrolled in college **this year, 1954-55**, please check the statements in **Group II**.

Note: These statements concern **only** your son or daughter who enrolled in the College of Agriculture in autumn, 1952.

Group I. SON OR DAUGHTER ENROLLED IN COLLEGE, 1954-55.

1. Our (son) (daughter) is:
 ____living at home while in college.
 ____living away from home while in college.
2. Our (son) (daughter) is:
 ____single. ____engaged. ____married. ____divorced.

Group II. SON OR DAUGHTER NOT ENROLLED IN COLLEGE, 1954-55.

1. Our (son) (daughter) is:
 ____living at home.
 ____living away from home.
2. Our (son) (daughter) dropped out of college because (he) (she):
 (May check more than one.)
 ____volunteered for military service.
 ____was called for military service.
 ____could not afford to continue in college.
 ____was not making passing grades.
 ____had family responsibilities caused by sickness, death, etc.
 ____was not interested in the subjects studied.
 ____other reasons. (Please explain.) _____

Group III. PLEASE CHECK HERE IF YOU WISH A BULLETIN _____.

If your address has changed, please write correct address below in order for bulletin to reach you.

Name_____

Street_____

Town and state_____

PARENT CHECK LIST.....To be filled out by the **father**.
(Duplicate sent to mother)

PART I

Many changes take place in the life of an adolescent while he or she is growing up. The list given below is a group of common changes which take place in adolescents after they have graduated from high school. We would like to know how you feel about the changes you have seen in your son or daughter.

Directions for Checking

- 1. In the column on the **left** check whether you have seen any of these **changes** in your son or daughter since he or she was enrolled as a freshman in the College of Agriculture in 1952.
- 2. In the column on the **right** check the one column which is most like your feelings. Everyone is different; there is no right answer.

Have seen		Check your feelings on each item			
change	List of changes in adolescents		Not	A little	Greatly
Yes	No	Pleased	con-	con-	con-
			cerned	cerned	cerned
—	1. Spends less time at home.	_____			
—	2. Discusses personal problems with parents less often.	_____			
—	3. Shows more appreciation of parents.	_____			
—	4. Shows less interest in his family.	_____			
—	5. Differs with parents on political ideas.	_____			
—	6. Makes more decisions without parents' help.	_____			
—	7. Helps less with work at home.	_____			
—	8. Differs with parents on religious ideas.	_____			
—	9. Wishes to be independent of family finances.	_____			
—	10. Wants to get married.	_____			

- —11. Dates more frequently. _____
- —12. Dates only one fellow or girl. _____
- —13. Makes close friends with people of other income groups. _____
- —14. Makes close friends with people of other races or religions. _____
- —15. Changed idea for career. _____
- —16. Acts sophisticated. _____
- —17. Begins smoking. _____
- —18. Learns new rules of etiquette. _____
- —19. Interested in going to new places. _____
- —20. Gives up education for job or marriage. _____

No. 2

APPENDIX VIII

PARENT CHECK LIST To be filled out by the **mother**.

PART II

May we have **your ideas** on the following questions? Write as much or as little as you like. You may use the back side of this sheet if you need additional space. There are **no right** answers.

1. List what **you** think makes a family happy.
2. How can you tell when an adolescent becomes an adult?
3. What feelings should there be between a mother and her 18 to 21-year-old son or daughter?

(Duplicate sent to father)

APPENDIX IX

DISTRIBUTION OF RESPONSES OF PARENTS AND STUDENTS
IN SEVEN CONFLICT AREAS

	TOTAL STUDENT RESPONSES		TOTAL PARENT RESPONSES	
	No.	%	No.	%
Spending Money Earned				
None	40	7	9	3
Part	268	47	184	55
All	258	46	140	42
Total	566	100	333	100
No Data	1		234	
Allowance Received				
None	250	46	104	31
Weekly	95	17	87	26
Monthly	20	4	17	5
Money on request	179	33	123	37
Total	544	100	231	99
No Data	23		236	
How Often Dated				
Never	80	14	77	23
One/week	265	47	194	58
Two or more/week	219	39	62	19
Total	564	100	333	100
No Data	3		234	
Hour to Come Home from a Date				
Parent Decision	40	7	29	9
Student-Parent Decision	204	37	191	60
Student Decision	272	50	72	22
Other	33	6	29	9
Total	549	100	321	100
No Data	17		246	
Use of Car for Recreation				
Student drove	419	79	233	73
Family drove	68	13	61	19
Not Used	46	9	27	8
Total	533	101	321	100
No data	34		246	
Making Decisions at Home				
Parent	30	5	16	5
Parent-Student	423	75	305	91
Student	110	20	13	4
Total	563	100	234	
No Data	4		233	
Work Required at Home				
Family Assigned	378	68	294	89
Own Work	133	24	26	8
No Work	48	8	11	3
Total	559	100	331	100
No Data	8		236	